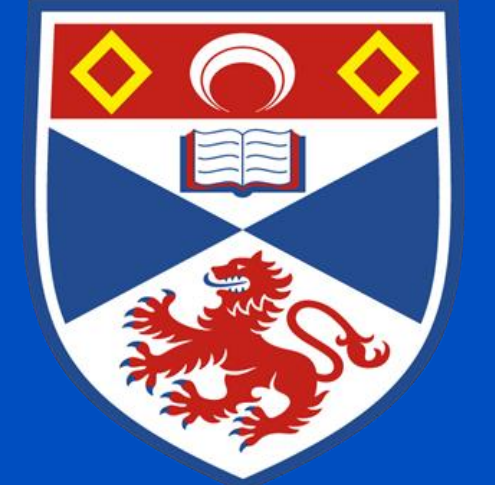


Comparative Evaluation of different forms of media about Cerebral Visual Impairment (CVI) in relation to effectiveness as a learning resource for schoolteachers, including establishing prevalence of awareness of CVI.



University of St Andrews



Researcher : Aloka Jayasinghe

Supervisor : Helen St Clair Tracy

aj232@st-andrews.ac.uk

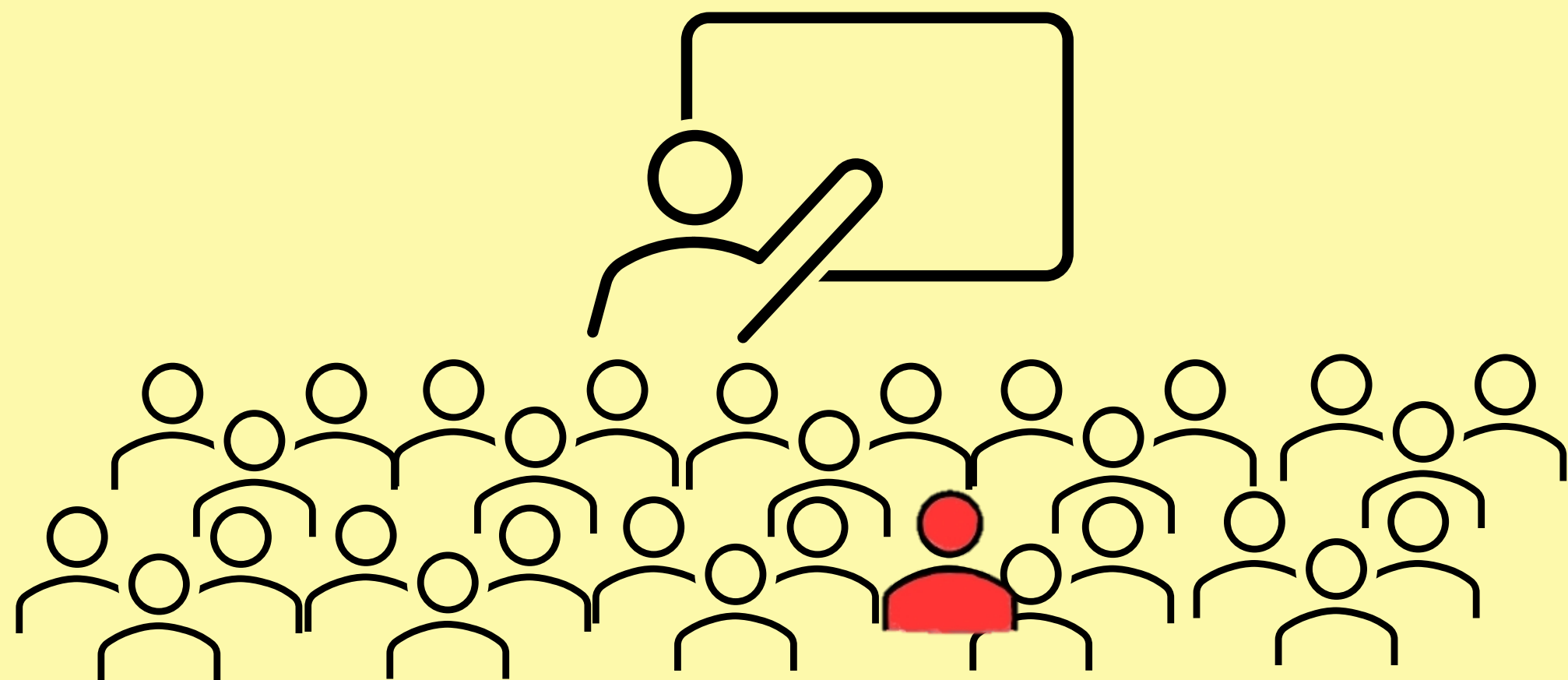
Introduction

Cerebral Visual Impairment, also known as CVI is one of the most common forms of vision loss amongst children^{1,2,3}, potentially affecting at least one child in each class⁴. Despite this, it is very poorly understood and underdiagnosed.

This project had two main research questions:

1. To compare the effectiveness of two different forms of media in helping teachers understand CVI.
2. To establish how many teachers throughout the UK have heard of the condition.

The overall goal of this project is to increase awareness and support to the approximately half a million children* affected by unsupported and undiagnosed CVI.



Text versus Video



Image 2 - A graph showing the post media average scores for both text and video media groups.

- Both media types performed almost identically with the video media slightly outperforming the text media.
- Both media types saw an improvement in scores from teachers being between 'not sure' and 'likely' in terms of making their classroom more accessible to 'likely' and 'definitely', after the media.

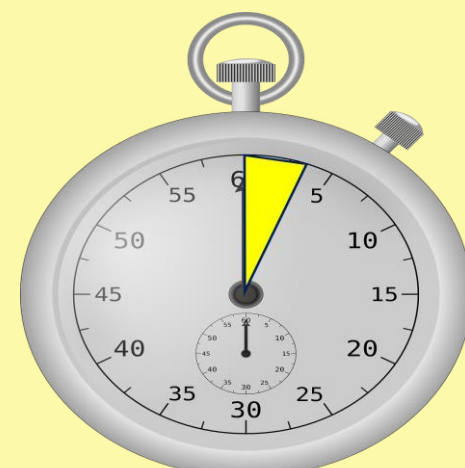
CVI Changes to Classrooms
Are there any tough nuts to crack?



Methods

Bitesize learning – under 3 minutes!

- Two media types were presented to teachers and both types were three minutes or under.
 - Text media = 1 ½ minutes
 - Video media = 3 minutes



Results and Discussions

Awareness of CVI amongst teachers

- Teachers were asked if they had heard of three terms associated with the condition:
 1. CVI
 2. Cerebral Visual Impairment
 3. Cortical visual Impairment

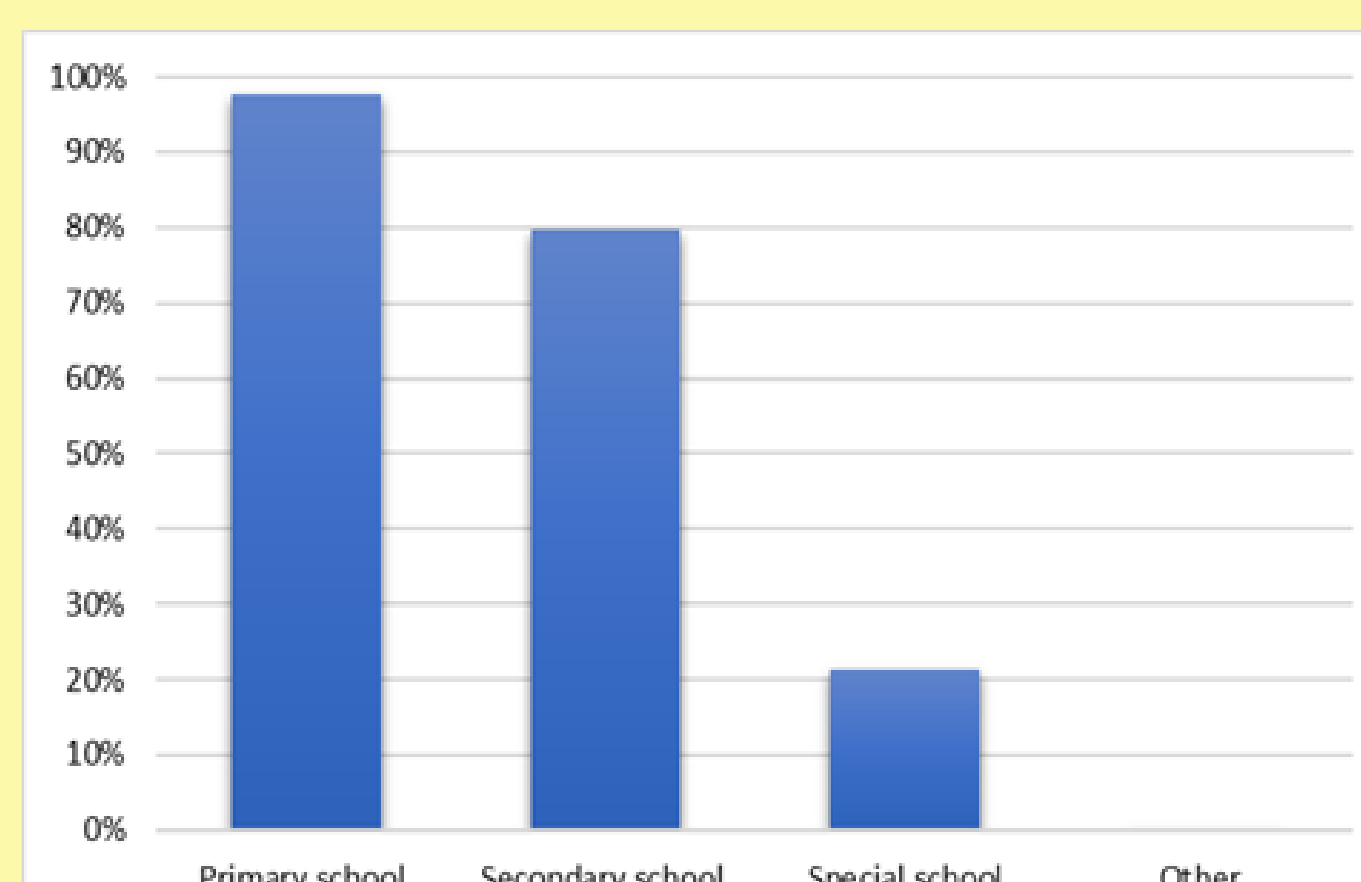


Image 1 - Percentage of teachers who had not heard of the terms CVI or Cortical / Cerebral Visual Impairment, by school type.

Results showed that :

- 72% of teachers said no to all three terms
- 28% of teachers said yes to at least one

Celebration of teachers

- Teachers received a very quick introduction into a condition that is very poorly understood by both professionals and parents³.
- Below are the seven questions teachers were asked to see how likely they were to:

- Q1. Reduce the number of things on walls in classroom.
- Q2. Wear plain clothes without patterns.
- Q3. Wear similar plain clothes each day.
- Q4. Sit or stand in roughly the same place when teaching.
- Q5. Use children's names when addressing them.
- Q6. Only have one thing at a time on boards and smart screens.
- Q7. Remove unnecessary items from the smart screen, for example icons and wallpapers.

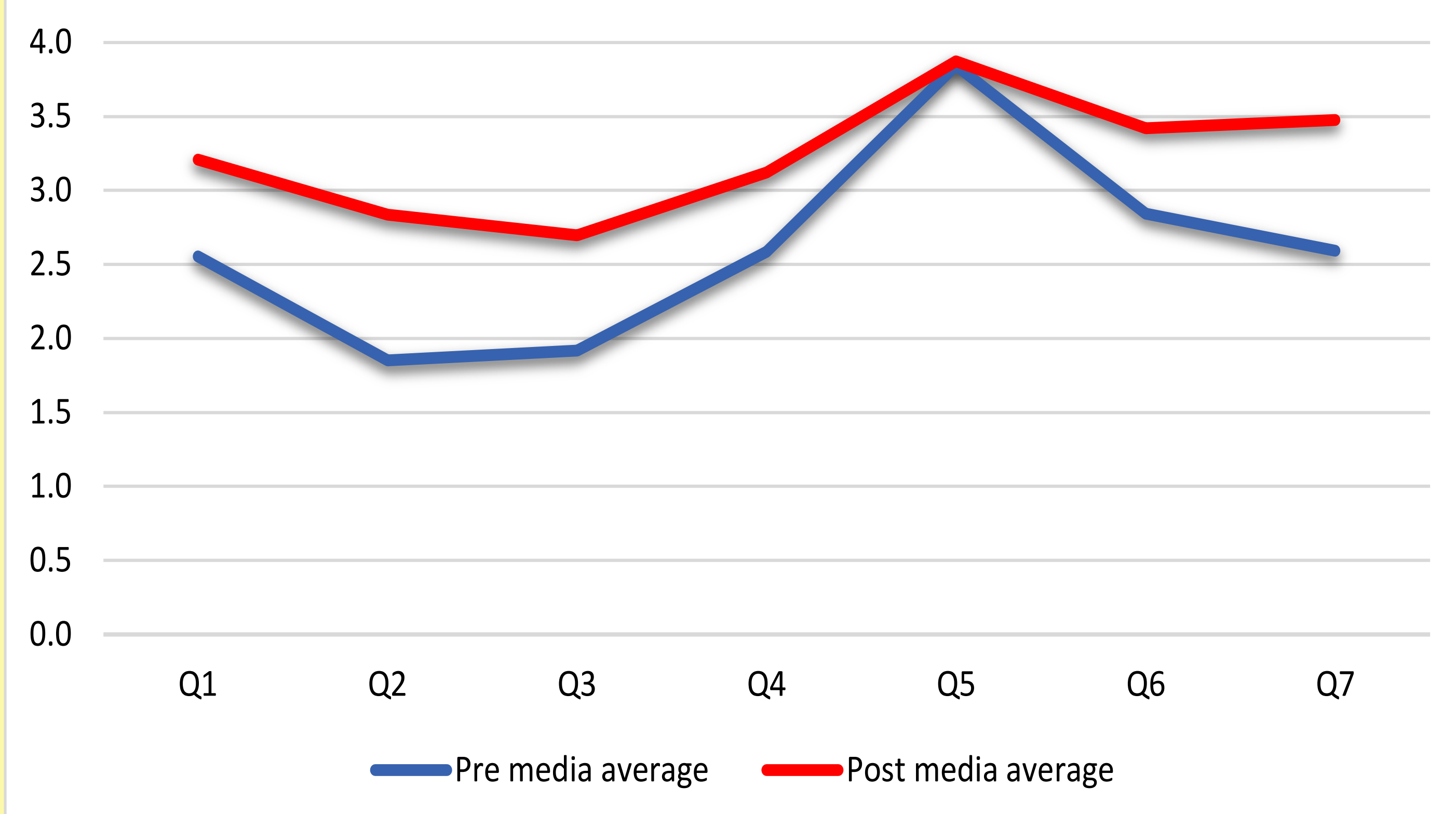


Image 3 - A graph showing the pre media and post media average scores.

Across all questions, an increase in average scores showed that teachers were willing to make changes that would have a positive impact on the lives of children with CVI in their classes. This included very personal changes to how they dress.

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* Williams (2021) found 3.4% of children had visual difficulties associated with CVI. Children make up around 20% of a population. The UK population is 67,330,000. CVI in most cases from birth, equating to 458,000 children in UK.